DOCUMENT RESUME

ED 387 138 IR 055 665

AUTHOR	George, Gerald
TITLE	"Difficult Choices": How Can Scholars Help Save Endangered Research Resources? A Report to the Commission on Preservation and Access.
INSTITUTION	Commission on Preservation and Access, Washington, DC.
REPORT NO	ISBN-1-887334-43-2
PUB DATE	Aug 95
NOTE	33p.
AVAILABLE FROM	Commission on Preservation and Access, 1400 16th Street, N.W., Suite 740, Washington, DC 20036-2217 ($10).
PUB TYPE	Viewpoints (Opinion/Position Papers, Essays, etc.) (120) -- Reports - General (140)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Advisory Committees; Archives; *Intellectual Disciplines; *Library Materials; *Preservation; Selection Tools
IDENTIFIERS	*Commission on Preservation and Access; Digitizing

ABSTRACT

This report caps an 8-year initiative that has had as its goal the recruitment and formation of scholarly committees to investigate the state of decay and preservation of collections within their separate disciplines. The Commission began to investigate strategies for preservation selection in 1988. By 1995, the Commission had worked with scholars in six fields, forming scholarly advisory committees in history, art history, medieval studies, modern languages, and literature, philosophy, and Renaissance studies. Scholars in additional fields, including some of the sciences, have also been included through an interdisciplinary task force on the special problems for preserving research materials containing texts linked with images. At least two broad themes emerge in this report: the understandable reluctance of scholars to make choices because of the unpredictability of research needs, and the advisability of collaborative, cross-institutional preservation. Based on the committees' work, the report suggests that a preferred option is for the Commission to work with scholarly associations in order to take leadership responsibility for preserving materials of priority importance for their fields. These committees could also bear responsibility for promoting the preservation of its field's most important research materials, address the question of which library materials should have priority for digitization, and promote the creation of a register of library materials that have been or are being digitized. The report also contains appendices providing a bibliography of published preservation guidance, and a list of committee membership. (Author/MAS)

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"Difficult Choices"

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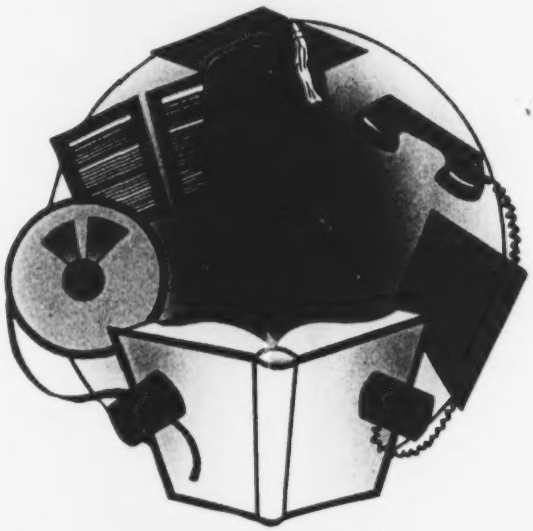
A Report to the
Commission on Preservation and Access



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Additional copies are available for $10.00 from The Commission on Preservation and Access.
Orders must be prepaid, with checks made payable to "The Commission on Preservation and Access,"
with payment in U.S. funds.

This paper has been submitted to the ERIC Clearinghouse on Information Resources.

The paper in this publication meets the minimum requirements of the American National Standard for Information Sciences-Permanence of Paper for Printed Library Materials ANSI Z39.48-1992.

ISBN 1-887334-43-2

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"Difficult Choices"

How Can Scholars Help Save Endangered Research Resources?

A Report to the
Commission on Preservation and Access

Gerald George

Submitted 1 July 1995

As a culminating activity of a two-year scholar involvement project funded by the H.W. Wilson and Glady Krieble Delmas Foundations, the Commission contracted with Gerald George to prepare a report on the past activities of the Commission's Scholarly Advisory Committees and options for future scholar participation. His report provides a historical review of the work of six advisory committees since 1988 and, based on their findings, suggests several possibilities for consideration. A preferred option is for the Commission to work with scholarly associations to take leadership responsibility for preserving materials of priority importance for their fields, expanding the deliberations to include materials that should have priority for digitization.

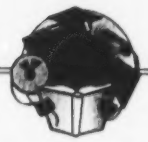
George has served as Executive Director of the National Historical Publications and Records Commission and as Director of the American Association for State and Local History.

"It is estimated that the number of such [rapidly deteriorating] books in the nation's libraries is more than 80 million — over 3 million of them at Harvard....

"Something other than enhancement, expansion, and additional funding is required. A fully conscious intentionality and clear focus on long-range goals, a greater sophistication about the types of material and their varying uses, a lack of dogmatism, a willingness to explore all approaches, a readiness to face difficult choices....those are also among the requirements of the preservation program of the 1990s....

"It is crucial that the faculty participate...."

— *Preserving Harvard's Retrospective Collections, Report of the Harvard University Library Task Group on Collection Preservation Priorities*[1]



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The Commission on Preservation & Access

Press Release

A private, nonprofit organization acting on behalf of the nation's libraries, archives and universities to develop and encourage collaborative strategies for preserving and providing access to the accumulated human record.

For Review Copies: Contact Maxine Sitts
mksitts@cpa.org

September 14, 1995

TO: Colleagues

FROM: Communication Program

The enclosed report, *Difficult Choices: How Can Scholars Help Save Endangered Research Resources?*, by Gerald George, is one of a number of publications that you receive at no charge from the Commission because of your interest in preservation and access initiative.

* * *

Difficult Choices caps an eight-year initiative that has had as its goal the recruitment and formation of scholarly committees to investigate the state of decay and preservation of collections within their separate disciplines. Based on the committees' work, the report suggests that a preferred option is for the Commission to work with scholarly associations to take leadership responsibility for preserving materials of priority importance for their fields, expanding the deliberations to include materials that should have priority for digitization.

The Commission began to investigate strategies for preservation selection in 1988. By 1995, the Commission had worked with scholars in six fields, forming scholarly advisory committees in history, art history, medieval studies, modern languages and literature, philosophy, and Renaissance studies. Scholars in additional fields, including some of the sciences, have also been included through an interdisciplinary task force on the special problems of preserving research materials containing texts linked with images.

At least two broad themes emerge in the new report: the understandable reluctance of scholars to make choices because of the unpredictability of research needs, and the advisability of collaborative, cross-institutional preservation.

The report proposes that scholarly associations charge existing committees (or form new ones) to work with the Commission on preservation matters. These committees could also bear responsibility for promoting the preservation of its field's most important research materials, address the question of which library materials should have priority for digitization, and promote the creation of a register of library materials that have been or are being digitized.

In addition to the discussions noted above, the report contains appendices providing a bibliography of published preservation guidance and a list of committee membership.

* * *

Difficult Choices: How Can Scholars Help Save Endangered Research Resources? (28 pages, August 1995) is available for $10.00 from the Commission on Preservation and Access, 1400 16th Street NW, Suite 740, Washington, DC 20036-2217. Prepayment is required, with checks in U.S. funds made payable to "The Commission on Preservation and Access." Commission sponsors receive all publications at no extra charge.

Introduction: Purpose

In the 1980s, the proposition seemed simple, logical, and compelling: Either acid in paper would destroy eighty percent of the volumes in America's research libraries, or librarians would get busy on a massive rescue operation, enlisting scholars to help determine which materials should have preservation priority. As the Commission on Preservation and Access promoted the Brittle Books program in the late 1980s and 1990s, President Patricia Battin observed that there was neither time nor money enough to save all volumes at risk, which meant that hard choices had to be made and preservation strategies devised on the basis of "both the librarian's intimate acquaintance with the condition of the collection, and the scholar's knowledge of the substance of the discipline and its main currents of thought." But, generally speaking, she said:

> ... librarians are much more aware of the brittle book problem than scholars are. Unless scholars happen upon a badly decayed volume in the ordinary course of research, they are unlikely to have given much thought to the physical condition of the collection and are likely to be unaware of its slow but steady march to oblivion. Even a direct encounter with crumbling pages is likely to be treated as an isolated, chance phenomenon, not an epidemic. It is the Commission's consistent experience that a first task is to raise scholars' level of awareness of the brittle book problem — its size, its urgency, the possibilities for taking counter-action and scholars' obligation to do so.[2]

Accordingly, almost from the time that the nationwide effort to preserve brittle books began, the Commission recruited scholarly advisory committees. The Commission has now completed its latest grant-supported activities to interest scholars in problems of preservation and access. Thus the time is appropriate to describe what has happened so far, to sum up such progress as the scholarly advisory committees have made, to assess overall the state of scholar involvement in the preservation judgments confronting research libraries, and to identify the most potentially useful next steps.

Such are the purposes of this report.

Part One: Previous Efforts

I. Initial Stirrings

Concern for the preservation of scholarly research resources has a history (even in the U.S.) that long predates the Commission's agenda. But recognition that acidic paper threatens to destroy materials already supposedly safe in the care of libraries and archives spurred the Commission to promote preservation efforts and more fully involve scholars in them. A major objective was to develop strategies for identifying disciplinary needs for scholarly materials at risk and for determining preferred formats for use, given existing and developing technological options.

In 1988, little was known about collaborative strategies for making these difficult choices. A 1987 article by Roger S. Bagnall and Carolyn L. Harris entitled "Involving Scholars in Preservation Decisions: The Case of the Classicists" had reported on a project of Columbia University and the American Philological Association to involve scholars in selection for preservation.[3] Bagnall, a professor of classics and history at Columbia, and Harris, head of preservation at the Columbia library, wrote that "librarians have not often had to make decisions about what materials will remain for future scholars and what materials may be lost. Nor have scholars, who have traditionally taken the role of recommenders of items to be added to the collection, been the arbiters of things to be removed." Scholars were to select the most important materials for preservation on microfiche from a relatively small amount of classical studies literature published between 1850 and 1918, the time period when the widespread use of acidic paper made publications particularly vulnerable to deterioration. Seven scholars representing different specializations worked separately with library shelf lists and other bibliographic information to recommend titles, resolving disagreements by considering a high recommendation from any scholar sufficient for placing a title on the high-priority list. The result was a reasonable, if less than unanimously agreed upon, "bibliography for a national collection in classics," representing 25 to 30 per cent of the 20,000 volumes. Although the process was recommended for other fields, modified to suit their particularities, the title-by-title selection was considered by some observers to be time consuming for the scholars, even for a relatively small amount of literature.

Meanwhile, in 1987, the American Council of Learned Societies (ACLS) had surveyed its constituent organizations to find out whether they had set any preservation priorities or had plans to do so. By February of 1988, twenty scholarly societies had responded. In a summary of responses, ACLS reported that historians of science and of technology had worked with archivists and records managers on the Joint Committee on Archives of Science and Technology (JCAST) to publish, in 1984, a report on the selection and preservation of the records of recent science; that the American Academy of Religion and the Society of Biblical Literature had endorsed work undertaken by a Preservation Board of the American Theological Library Association to film religious literature from the period of greatest vulnerability, 1860-1910; and that legal historians had set up, in 1979, a Committee on Documentary Preservation of judicial records of federal courts prior to 1970.[4]

Even in these three areas, however, significant brittle book attention remained needed, ACLS reported, as well as in fields in which much less already had been done. In survey responses, scholars in Slavic studies called for priority attention to publications of the nineteenth-century emigre press, usually printed on poor paper, and to Russian and Eastern European materials affected by war, revolution, and relocation. The American Society for

Eighteenth-Century Studies and the Medieval Academy of America joined the American Philological Association in advocating priority attention to secondary works published in the late nineteenth and early twentieth century, when scholarship expanded in those fields coincidentally with expanded use of acidic paper. Philosophers reported a need to preserve "at least one copy of every philosophical monograph printed after the Civil War until the advent of acid-free paper in scholarly publishing," and the first as well as the last printing of each such work issued in variant editions. The Modern Language Association, assuming that works by major authors would survive through reprinting, thought it best to give preservation priority to "examples of the kinds and types of literature published between 1860 and 1920" including scholarly and critical works about language and literature.[5]

From the reports as a whole, the ACLS concluded: "it is clear that many of the constituent societies, and their memberships, are in the early stages of thinking through the preservation issue . . . the interest is there."[6]

II. Scholarly Advisory Committees

With support from both the Andrew W. Mellon Foundation and the Getty Grant Program, the Commission began in 1988 to investigate how to develop strategies for preservation selection. Scholarly advisory committees were established first in those disciplines in which immediate action seemed particularly needed. Art history got the nod partly because of the dependency of art historians on books that combine texts with images — images that in many cases could not be replicated adequately through such standard means of preserving perishable materials as microfilming. Text-with-image problems were addressed at a 1988 conference of art historians in Spring Hill, MN, and subsequently by a Joint Task Force on Text and Image. In 1989, committees for history and philosophy came into being. In general, the advisory committees were charged, in the Commission's words, with "assessing the changes in disciplinary research and information requirements, suggesting selection criteria, advising on scholarly priorities, reviewing and assessing results as the work proceeds, and serving as liaisons to their disciplinary colleagues."[7]

In the following year, 1990, the Commission created a Scholarly Advisory Committee on Modern Language and Literature, and helped the Medieval Academy of America plan for the preservation of materials of importance for medieval studies. The Commission's staff refined the rationale by declaring that scholarly advisory committees were "to consider how scholars in each field use library materials in study and research, what types or genres of books and journals are likely to remain of greatest importance (and of least importance), and to identify any strategies that could inform the selection-for-preservation process and make it more effective for the needs of future scholars." Such help could even save money, it was argued, because selection accounts for a major share of the cost of preserving an item. Accordingly, any principle or guideline that could expedite or simplify selection would make the process cheaper and more efficient, with the end result that a greater share of the deteriorating collections would be saved.[8]

In 1991, the Commission issued a report on "The Agony of Choice" that confronted librarians and scholars attempting to set priorities for preserving research materials. By then, at least tentative conclusions had begun to emerge from scholarly advisory committees' work. Also, the Commission's collaboration with medievalists had produced a fifth committee, one on medieval studies. Like the art history committee, this one, too, had been recommended in the report of a meeting — a colloquium sponsored by the Commission at the University of Notre Dame.

which subsequently published the participants' report, *Preserving Libraries for Medieval Studies*.[9] Moreover, the Joint Task Force on Text and Image had expanded on the work of the Scholarly Advisory Committee on Art History by recognizing that problems of reproducing texts linked to images affected also such fields as architecture, archaeology, medicine (particularly anatomy), geography, geology, and taxonomic biology. For many fields of research, the Commission reminded scholars, some portion of current resources will not be salvageable. "The basic challenge is whether we will make informed judgments with the broadest set of options for future users, or whether we will be immobilized by the agony of making choices and leave the decision to chance."[10]

By 1992 two scholarly advisory groups had published substantial reports: *Preserving the Illustrated Text* publicized conclusions of the Joint Task Force on Text and Image; *Preserving the Literary Heritage* constituted the final report of the Scholarly Advisory Committee on Modern Language and Literature. The latter was distributed by the Modern Language Association as well as by the Commission. Earlier, the American Philosophical Association had published, in its *Proceedings and Addresses*, articles about selection of material for preservation. In 1992 the Commission found evidence of spreading concern among scholars: the film *Slow Fires* and the Commission's traveling exhibit on the brittle books problem were being shown at meetings of academic associations; and the Committee on Library Preservation created by the Medieval Academy of America had received, through Notre Dame, a grant to preserve endangered collections. (The grant had come from the National Endowment for the Humanities, which had in 1988 secured congressional appropriations for substantial grant-making for the preservation of brittle books.)[11]

By 1994, a scholarly advisory committee had formed on Renaissance studies; and the effort to involve scholars in preservation determinations had gone international. Art history scholars had expressed concern that European materials upon which they depended were deteriorating unnoticed. With support from the Rockefeller and Mellon foundations, the Commission convened in Bellagio, Italy, a Conference on Preserving the Intellectual Heritage that addressed European and U.S. concerns. That meeting's principal fruit was a decision to establish a European commission on preservation and access, part of the role of which would be to alert scholars about the brittle paper problem. Meanwhile, work of the Joint Task Force on Text and Image had stimulated geologists to evaluate alternative formats and media for preserving and providing access to maps and diagrams.[12] Additionally, scholarly advisory committees on art history and medieval studies had issued final reports, summarized in the Commission's newsletter.[13]

Thus, by 1995, the Commission had worked with scholars in six fields regarding the need for preservation attention to their research resources — history, art history, medieval studies, modern languages and literature, philosophy, and Renaissance studies. The Commission had reached scholars in additional fields, including some of the sciences, through an interdisciplinary task force on the special problems of preserving research materials containing texts linked with images, and had begun to reach scholars abroad through a replication in Europe of the Commission's domestic agenda. Such success in spreading awareness was in itself part of the objective. But awareness was expected to lead scholars to accept a role in setting priorities among materials in need of preservation.

What in fact have the scholarly advisory committees said about how to make the hard choices?

II.A. Renaissance Studies

The Scholarly Advisory Committee on Renaissance Studies began as the Preservation Committee of the Renaissance Society of America. It has not produced a formal report constituting guidance for preservation priorities in Renaissance materials. But committee members were investigating the extent to which collections in Europe of importance for Renaissance

scholarship were being preserved, tentatively concluding that "promoting U.S. filming of Italian imprints may be a high priority."[14] Additionally, the committee agreed that "preservation of post-1850 Renaissance resources is best done by identifying significant collections, rather than bibliographies of works worthy of preservation. However, no single collection adequately covers a topic; a multiple collection approach serves best."[15]

II.B. History

From the beginning, the committee cautioned that no body of materials would be identifiable as "the core" for the entire range of historical scholarship and that approaches to preservation would need to recognize that historians, who depend upon original, primary sources more than do most other kinds of scholars, use the resources of archives as well as libraries, which are quite different institutions. The committee thought historians might best be served not by giving preservation priority to materials on certain topics but to materials of broad usefulness in particularly endangered forms, such as newspapers and pamphlets. The committee noted that the National Endowment for the Humanities was in fact systematically financing the microfilming of newspaper collections.[16]

At a meeting in 1989, the committee reached tentative, general consensus on the following additional points: "First priority for preservation should be given to holdings in American libraries that are of scholarly interest regardless of their national origin (i.e., imprint) or language." Preservation of materials outside the U.S. should concentrate on well-known and much-used great collections of historical material in other countries. In special collections, "vulnerable rarities" could be identified for preservation. And when there is a paucity of books of a certain kind, it might be wise to capture for preservation all that are available, such as materials in the following categories:

- third world literature;
- 19th century state government publications;
- the entire collection, now in the National Archives, of federal publications produced by the Government Printing Office;
- published reports of and records of cities;
- published business records and annual reports of corporations;
- printed records of religious groups and missionary societies;
- other "printed primary sources."

Special attention would be needed, the committee continued, to books of edited documents, to dime novels and other material of interest to historians of popular culture, and to racial and ethnic materials. Veterans' war diaries, for example, could be sampled for preservation. Libraries could *avoid* preserving:

- editions of a work with variant introductions or commentary;
- reprints of editions the originals of which are preserved;
- collections of offprints from journals;
- translations into languages other than English;
- textbooks (except some of interest to historians of popular culture).[17]

In a subsequent meeting, the committee noted that preservation projects funded by federal agencies (National Endowment for the Humanities, National Historical Publications and Records Commission, and Department of Education) and commercial microfilm publishers seemed randomly selected, unrelated to any overall national strategy or to priorities within history fields. The committee expressed interest in the development of demonstration projects for setting preservation priorities for historical materials. But the committee itself came no closer to identifying priorities.[18]

Commission staff in 1992 convened an additional group of historians to consider the problem. It concluded that "preservation strategies could be better developed if the very broad field, 'history,' were somehow partitioned among several committees of advisers rather than given to a single one." Each committee would focus on a type of media or material to be preserved, rather than around epochs, world areas, or topics. Members would be historians with different specializations who had in common only their use of a particular kind of resource, such as newspapers, published governmental reports, ephemeral publications, court records, immigration records, labor records and publications, records of women's societies, popular periodicals, catalogs, city directories, early American textbooks, periodicals critical to a trade, profession, or occupation, publications of state and local historical societies, and diaries and accounts of travels." Professional journals in history seemed less important to preserve than journals in other fields, and "canonical" works such as presidential papers, the group concluded, did not need special attention. These tentative conclusions of the Scholarly Advisory Committee on History are from unpublished minutes.[19]

II.C. Philosophy

The Scholarly Advisory Committee on Philosophy also has not published a report, but it has produced a tentative set of priorities for preservation of philosophical materials, which have been summarized in the journal of the American Philosophical Association,[20] and in more detail at the end of the committee's minutes, as follows:

1. Original monographic works of philosophy from 1850 on.... The scope of this effort should not exclude work that now may be considered "minor," or "secondary." Work by women and members of minority groups must be preserved. There is less urgency for "popularizations."
2. Professional philosophical journals.
3. Scholarly texts and commentaries on ancient philosophy, both Greek and Latin. Patristics.
4. Scholarly texts and commentaries on philosophy after 1500, in the languages listed above.
5. Scientific works now of interest only to historians and philosophers of science.
6. Philosophical works done in Russia, Eastern Europe, Latin America, and Africa.
7. Asian philosophy's status is ambiguous, for the Committee is not acquainted with this area. Other experts need to be consulted.
8. Textbooks are of lesser intrinsic interest, but something should be done to preserve the record of how the discipline developed.[21]

While acknowledging that more work is needed to reduce the Eurocentrism of these priorities, the list above nonetheless goes beyond recommendations made by the American Philosophical Association in response to the earlier ACLS study of preservation needs and initiatives.[22]

II.D. Medieval Studies

The Scholarly Advisory Group on Medieval Studies decided to approach the preservation-priority problem by identifying the research collections in medieval studies richest in material printed during the brittle book era and to encourage those libraries to undertake microfilming projects centered on these books.[23] However, the task proved difficult. Bibliographic reference tools, while helpful in identifying such collections, fell short of providing as much information as the group felt it needed, and its attempt to get members of the Medieval Academy to identify collections deserving preservation produced a discouragingly minimal response. Even those libraries whose collections the group did identify as worthy of microfilm preservation often could not raise the money to undertake it. Nonetheless the group did identify some thirty preservation projects in process that encompassed valuable material for medievalists, encouraged several institutions to develop such projects, and reported that some of those institutions were at least seeking the necessary funding. Additionally, the group expected that the array of

educational devices it employed to alert medievalists and libraries to the need for preservation would bear additional fruit.[24]

The group concluded that its progress was limited by structural limits of the existing arrangements for preservation funding. The group's hope was to develop ways for funds from the National Endowment for the Humanities and other sources to be distributed efficiently to institutions that hold neglected segments of the national collection of materials for medieval studies, but that might not have local structures for supporting a large-scale preservation program, particularly the capacity to find matching-grant money. The group urged the Commission to work on that problem while charging itself and its parent academy to continue proselytizing for the preservation of valuable individual collections.[25]

II.E. Modern Language and Literature

The Scholarly Advisory Committee on Modern Language and Literature began its final report by remarking on the same discouraging phenomenon that others had encountered. It had published a request for letters of advice and opinion in the newsletter of the Modern Language Association, which reached "at least 30 thousand scholars"; but only a handful of responses came back. The committee chair then personally appealed for advice to 75 colleagues in the field of American literature, in response to which he received about 25 constructive letters.[26]

Nonetheless the committee managed to identify five basic principles for preservation of materials important to scholars in modern language and literature, as follows:

1. We have a primary need to preserve representative examples of "rare and endangered species," that is books and papers in less commonly taught languages, by minorities, and by women.
2. Ancillary materials must also be preserved. This principle is based on the assumption that it is impossible to be sure now what works will seem essential to research, teaching, and for reading in the future. As a result, it is impossible to say of any category of books and papers, "these are not important and can be allowed to deteriorate."
3. A recognition of the obligation to preserve "canonical" books as well as the "endangered species" [the committee found that literary scholars could not depend upon the existence of modern, comprehensive, acid-free scholarly editions even of all 'major' authors].
4. ...research and pedagogy in modern language and literature cannot take place without materials in history, popular culture, newspapers, magazines, graphic materials, and so on, materials that are not traditionally thought to be literature at all. Such materials would include medical journals, moral philosophy, encyclopedias, dictionaries, religious writings, private papers of authors, and so forth. Some means must be found to ensure that such essential ancillary materials for our field are also preserved....
5. ...essential materials for the study of medieval, Renaissance, or eighteenth-century literature were published on brittle paper. For example, a member of the committee... provided us with a list of such materials for Renaissance scholarship.... the problem of brittle books applies to all historical periods of modern language and literature....[27]

The committee concluded with six recommendations of which the following is a summary:

1. Every possible action should be taken to educate our colleagues and our librarians in the magnitude of the problem....
2. We consider the question of bibliographic control to be essential...making sure that each new microfilm will be immediately listed in two major bibliographic utilities....
3. We urge that every effort be made to encourage the Congress to appropriate even more money for this essential task.

4. The Committee remains anxious about liaison with European libraries. Their problems are presumably as large or larger than our own in this area. It would be foolish for us to duplicate preservation efforts being made in Paris, London, or Berlin . . . .
5. . . . we recommend that the Modern Language Association be used as the primary clearinghouse for recommendations from all the various interest groups for which particular collections in each area are the most important and therefore should be the target of preservation . . . . Each of those representatives [of each of the 76 division committees and 33 discussion groups of the MLA] will be urged to establish a procedure whereby that division or discussion group can within the next twelve months make a specific recommendation through the Committee on Modern Language and Literature to the Commission on Preservation and Access of the three most important collections in that field, along with other specific recommendations for preservation of material important in that area . . . .
6. Finally, we recommend a continuing broad effort . . . to alert and inform colleagues, administrative officers at universities, and public officials everywhere about the seriousness of the decaying book problem. We should also begin at once to incorporate this awareness into graduate instruction in research methods.[28]

II.F. Art History and the Joint Task Force on Text and Image

Recognizing the special problems involved in reproducing images linked with texts in materials to be preserved, the Commission set up a seminar on the subject in 1988, which issued a report in 1989. The seminar participants recommended the following short-term strategies:

- Concentrate on filming those publications amenable to high-contrast black-and-white photography (e.g., materials illustrated with line drawing) for two or three years while research on continuous-tone black-and-white and color microfilm is carried out;
- Investigate state-of-the-art color microfilm technology, especially in Europe;
- Import European filming technology for a demonstration project at the Mid-Atlantic Preservation Service (since renamed Preservation Resources, Inc);
- Encourage improvement of microform reader and printer equipment;
- Identify the requirements for digitizing color film;
- Develop the requirements for the art historian's workstation in coordination with emerging digital technologies and their potential applications for art-historical scholarship;
- Expand and coordinate education efforts among all the image-dependent disciplines, librarians, technology experts, funding agencies, government bodies, the corporate sector, and the citizenry.[29]

The seminar participants set forth also some long-term strategies:

- Define and execute research necessary to assess environmental hazards for a variety of storage formats;
- Define and execute research for dark stability of color microfilm;
- Develop and test prototypes of the art historian's workstation;
- Encourage and promote the developing of indexing standards for the classification of visual images;
- Promote the use of permanent paper for prospective publications.[30]

The chief recommendation to come out of the seminar was to establish a joint task force to go further in developing "basic premises, priorities, and overall strategies for a long-term preservation effort, including selection criteria and consideration of use of different formats."[31]

Acting on that recommendation, the Commission appointed the Joint Task Force on Text and Image, which reported in 1992. On the basis of a list of findings that themselves contain guidance for preservation decisions, the task force elucidated as follows four principal conclusions:

I. **An important beginning can be made on the preservation of books and periodicals in the 1850-1880 era in almost all disciplines.** Current microfilm technique, i.e., high-quality, high-contrast black-and-white filming, can be used for preserving *most* of the books in this era, since colored or halftone illustrations are uncommon, and the bulk of illustrations are line cuts or drawings. Most exceptions to this generalization can be handled by conservation rather than preservation, since these relatively small numbers of materials are likely to be rare and/or intrinsically valuable. The film archive can serve as an intermediate technology until it can be converted to a standardized electronic medium.

II. **The preservation of halftone illustrations in text, increasingly common after 1880, requires further exploration, including additional data about the distribution of images in texts and exploratory trials of alternative technologies for preservation.** High-contrast black-and-white microfilm does not reproduce half-tones satisfactorily for scholarly purposes. Available alternatives (e.g., color and continuous-tone filming and electronic scanning and bit-mapped storage) require further study and experimental trials to estimate cost and time requirements and quality of results.

III. **The available information about the number and types of images in various kinds of publications in various epochs is insufficient and undependable for large ranges of time and materials.** Sample surveys that collect data on image characteristics and frequency of occurrence are needed across a variety of materials in several disciplines and time periods, to determine the most common kinds of image attributes. Surveys should be done on publications from 1850 to 1950 in selected disciplines in the arts and humanities; the biological, physical, and social sciences; technology, and engineering.

IV. **Further information is needed about the effectiveness, costs and requirements of alternative technologies for preservation of post-1880 text-cum-image material.** A series of pilot projects that have been begun by the Commission should be continued and expanded to learn what time, effort, and special problems are involved in capturing text and image by scanning, continuous-tone black-and-white color microfilming, and in converting among these media for archival storage.[52]

The report of the task force provided impressive insight for librarians into the many ways in which scholars use recorded images, the degrees to which certain characteristics of images need faithful replication to serve certain scholarly purposes, and the attendant preservation requirements. In terms of *content* priorities for texts with images, the task force, representing so many fields as it did, provided important insight in the following caution:

> It is essential that preservation strategy take the broadest possible view of future use, since images, however field-specific in initial appearance, have a variety of present and future users, both scholarly and general.[53]

The difficulties of making preservation decisions solely on the basis of primary, present users' needs had become clear: recognition of future users, secondary users, and interdisciplinary users of the materials ruled out simplistic selection strategies.

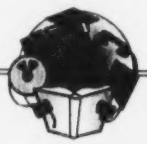
Though the task force arose out of the seminar that had focused on texts-with-images in art history, the Commission also created a Scholarly Advisory Committee on Art History. Its members, who included librarians as well as art historians, noted the findings of the Joint Task Force on Text and Image, endorsed the proposition that visual images require special techno-

logical attention, and then issued a report of its own concentrated on art history. The committee observed that a large volume of important scholarship in art history was published in an era [mid-1870s to World War I] whose acidic paper is in the greatest danger of loss through embrittlement. This stark fact anchors any preservation strategy in art history.[54]

The committee reported limited success in its efforts to arouse awareness of the brittle books issue within the art history field. It recommended that librarians and specialists in the most endangered fields in art history get together in workshops at libraries possessing great collections in their specialties where they most easily could inspect large bodies of materials to determine preservation priorities. But the committee went further on its own. It determined that preservation criteria should be based upon three primary considerations in addition to brittleness:

a. rarity;
b. wide usefulness;
c. historiographic significance to the entire discipline regardless of specific content.[55]

The committee also decided that periodicals, ranked in importance of use by a wide variety of scholars, would be a crucial first target of concern. Therefore, it enlisted additional specialists in art history to join the members of the committee in choosing, from a list of approximately 2,000 serial publications in the Art and Architecture Library of Stanford University "the 100 most 'essential' periodicals." The committee defined "essential" as "most important for your scholarship, research and teaching in the field of art history that is your specialty." Nearly 300 periodicals received one or more votes as essential, which the committee reduced to 240, chiefly by eliminating those that had begun publication after 1940. The committee appended the list of periodicals to its report as constituting the core literature that should be available to future scholars. Journals on the list might or might not be immediately in danger of embrittlement; the committee felt that "librarians are in a better position than scholars to decide which of the recommended selections are most urgently in need of preservation action . . . ."[56]



III. Summing Up

A number of scholars in several fields have genuinely become involved in dealing with the preservation problem through the scholarly advisory committees. They obviously also, in varying degrees of specificity, have promulgated advice, which has been distributed by the Commission to institutions with major research collections. Let us look at all this, for a moment, from a local rather than a national perspective.

How would an institution with a research collection make use of the recommendations?

In setting preservation priorities for a particular library, would one check the classical studies collection to see how much of it already was being microfilmed in the core collection at Columbia University? Would the library be safe to ignore the medieval studies collection unless it was among the nation's "richest" and most brittle? Would one consult the Modern Language Association to see if any of the library's language and literature collections ranked among the three most important for one or another MLA subgroup, while sending to the microfilmer samples of minor works of literature and criticism published in the acidic-paper era of 1860-1920? Would the library also give priority in its collection to works of philosophy in English and Western European languages published after 1850, along with nineteenth-century emigre-press publications, materials from Russia and Eastern Europe in poor condition, and

related items in jeopardy of value for slavic studies? For historians in general, would the library pull out for preservation "vulnerable rarities" in special collections, materials in short supply nationally for work in such fields as minority history and women's history, and *types* of source material that are useful to historians in a wide *range* of specialties? Would the library give high priority to microfilming its most brittle periodicals on the art historians' list of most useful for a range of studies, along with books in many fields published between 1850 and 1880 that contain "edge-based" illustrations linked to texts?

Looked at in that way, at least two broad themes seem to emerge from the scholarly advisory committees' deliberations as a whole.

One theme is the understandable reluctance of scholars to make choices because of the unpredictability of research needs. Scholars are loath to say, "this book will be more useful for future research than that one," because the history of their fields shows that writers and subjects that seem inconsequential to scholars in one era may become of great interest in the next, and vice versa. Moreover, discovery and serendipity may lead to lines of inquiry unforeseen. Therefore, the scholarly advisory committees have tended to recommend preservation priority for immediately endangered materials that pertain to *many* topics and have potential research value for *many* disciplines or specialties, with corollary emphasis on the most rare materials and on preserving *samples* of a range of materials of kinds that cannot all be preserved.

The second theme is the advisability of collaborative, cross-institutional preservation. If there is insufficient money anywhere to preserve everything in danger, more can be preserved if every library preserves a different rather than a duplicative portion, and makes that portion available elsewhere on microforms and eventually digitally. Although some scholars and librarians have been reluctant to preserve only the information in books (and not the books themselves), the growing extent of brittleness in many collections, the paucity of funds with which to meet the threat, and the consequent necessity of triage compels collaboration to preserve shared, national or even international collections available electronically or on microforms to scholars at multiple locations. And if a greater *range* of material can be saved through non-duplication, chances will be better that what we save now will serve the unpredictable needs of future scholars. Themes one and two thus come together. Such would seem at least the logic of the scholarly advisory committees' advice.

Part Two: Future Possibilities

IV. What Should "Scholarly Involvement" Mean?

Before attempting to identify next steps for the Commission's effort to involve scholars in setting preservation priorities, let us consider in another context what kind of scholarly involvement might be useful. This report began with a quotation from a plan for preserving endangered materials at Harvard, whose libraries collectively undergird its position as one of the nation's leading research institutions. The Task Group on Collection Preservation Priorities wrote, "It is crucial that the faculty participate . . . ."[3] Specifically, how did the group propose to involve scholars?

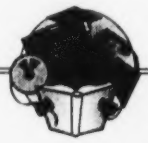
The group's view of scholarly involvement stemmed from the preservation criteria it adopted. It summarized factors to consider as "availability of funds, both nationally and locally — and our perceptions about future funding; the strengths of Harvard's libraries vis-à-vis those of others, plus the preservation activities of other institutions; use patterns; bibliographic access; costs, including decision-making costs and capabilities; and the interrelationship between preservation activities and other goals of the libraries." The group did not propose to engage scholars in making determinations of the relative importance of the content of endangered materials; in fact, it made a point of not including "importance" among its criteria. Though related to the first of the two themes described above in the conclusions of the scholarly advisory committees — that research needs are unpredictable — the Harvard statement is notably more emphatic:

> The members of the Task Group are not prepared to maintain that the publication of a school in Butte, Montana, is more important than one of a school in Utica, New York. We cannot argue that the Mongolian work is less or more important than the Portuguese. We are all too conscious that publishing in the area of Black Studies and Women's Studies has been a growth industry precisely because libraries had formerly neglected such materials. And we are aware that the interest in those materials cannot in and of itself be taken as a statement of importance, the elements of which we cannot describe without recourse to our personal views, which are, of course, those of individuals living in one small period of time, at one spot on the globe. Agreement as to what is important would only show that we are well-adjusted, acculturated products of the ideology of our time and place.[4]

The group nonetheless did propose to involve scholars in working closely with librarians to make judgments about what to preserve. In its discussion of the methodology of selection, the group noted that different approaches were needed in different libraries serving different parts of the university: "specific decisions should be made locally by the book selectors, subject specialists, and scholars who are responsible for the development of the collections."

Other libraries have reached other conclusions. But the point here is that the Commission has been using an obviously "macro" model for involving scholars in attention to preservation national committees have considered priorities for their fields' research resources as a whole. The Harvard group's approach is "micro": scholars are to help identify within their own campus libraries the materials that are most useful and the preservation formats most conducive to use. The two strategies are not necessarily exclusive. But their differences are instructive for the Commission's purposes. They point up choices for the Commission in devising the best

next steps. Should scholars in additional fields be asked to devise preservation priorities on a discipline-wide basis? Or should the Commission seek ways to increase scholars' collaboration with librarians at the campus level? Or are better ways needed to do both?



V. Options for Next Steps

One option, and the most obvious, is to extend the work of scholarly advisory committees along lines already developed. That would mean undertaking the following types of activities, which include those that the committees themselves have recommended:

- provide support for the Scholarly Advisory Committee on Renaissance Studies to complete its deliberations and produce a report for publication;
- provide support for the Scholarly Advisory Group on Medieval Studies to complete a publishable report incorporating an updated review of preservation projects it has promoted;
- provide support for the Scholarly Advisory Committee on Philosophy to consult in Asian and other non-European philosophies and produce a full report for publication;
- provide support for the partitioning of the History Scholarly Advisory Committee into smaller committees, based not on fields of history but on kinds of documents (e.g., published government reports) used by various kinds of historians, as recommended at the last meeting of historians assembled by the Commission;
- make available the tentative conclusions of the history committee in a document that can be shared with the subcommittees and other historians;
- promote the development of preservation-priority recommendations by each of the specializations within the Modern Language Association (its divisions and discussion groups) as recommended by the Scholarly Advisory Committee on Modern Language and Literature;
- provide support for the studies, surveys, research tasks, pilot projects, and promotions recommended by the seminar on text-with-image and the joint task force on that subject in their published reports;
- assemble scholarly advisory committees in additional fields, such as American studies, political science, and economics, depending on interest and resources in danger.

A second option is to expand the Commission's proselytizing to scholars about the brittle books problem, including calling further to their attention such guidance as the Commission's scholarly advisory committees have produced, while trusting them and their individual campus libraries to take appropriate actions. Such a campaign might include the following devices:

- expand the already extensive use by the Commission of exhibits at meetings of scholarly associations to call attention to the brittle books problem;
- publish in one attractive document the advice already provided by scholarly advisory committees and add examples — case descriptions — of collaborative work by librarians and scholars to set priorities and undertake preservation work on specific collections;
- monitor such activity and issue periodic reports on it through the newsletters of scholarly and library associations and the Commission's own publications;
- sponsor special forums within individual scholarly associations to keep attention on the problem and the need for prioritization.

A third option is to promote and support local collaborations by scholars and librarians to set priorities for preservation within disciplinary collections at specific research libraries. These could be based on the following models described in this study:

- the project in which classicists collaborated with Columbia University's library as described by Bagnall and Harris;
- the workshop in which art historians prioritized serial publications in their field in the library collection at Stanford University;
- the specific arrangements by which Harvard, among other universities, may by now be enlisting the advice of campus scholars on library preservation decisions.

A fourth option arises from recognition that the first three may not be adequate because (1) the Commission's scholarly advisory committees may already have gone about as far as they can go, and some of their recommendations may be out of date; (2) additional proselytizing by the Commission may not by itself produce commensurate increases in preservation action; and (3) it could be difficult for the Commission itself to generate local collaborations of scholars and librarians on preservation decision-making. The fourth option is for the Commission to proceed now by getting scholarly associations to take leadership responsibility for preserving materials of priority importance for research in their respective fields. Under this option the Commission would take the following steps:

- Enlist scholars who already understand preservation needs and problems through their work with the Commission to help persuade scholarly associations to appoint committees, or charge relevant committees that already exist, to work with the Commission; the Commission would begin with a few of the more interested associations;
- Persuade each scholarly association to *charge its committee with responsibility for promoting the preservation of the most important research materials in its field*; this would involve identifying particularly endangered materials, setting preservation priorities, arranging for scholars to work with libraries on preservation projects, and monitoring progress overall; these committees, working with the Commission, would select their own methods for performing such tasks, based on the particularities of their fields and research resources;
- Provide financial support for the formation of each committee, for its initial work, at least, and for reports from each to be issued by both the Commission and the committee's parent scholarly association.

This option — indeed, perhaps all four of them — would need to be exercised with a significant additional recognition. The Commission knows as well as anyone else that technology has not stood still since the Commission first began involving scholars in preservation deliberations. Microfilm seems still generally accepted as the most durable, safest medium for the *preservation* of research materials; but such materials are increasingly being digitized to increase ease of *access*, and the Commission long ago has seen the possibility that problems of preserving information perpetually in digital form may be surmountable. In any event, digitization as well as microfilming rescues information from disintegrating print media, and microfilm can be produced from digital files. Thus questions that libraries face about what to digitize and what to microfilm are merging. It seems unwise to consider the one without considering the other.

Many library digitization projects are in fact going forward. Under contract to the Commission to explore the potential of digital image technology, the Pennsylvania State University has scanned electronically and stored on optical disk 14,500 pages of historical sources including the papers of the Steel Workers' Organizing Committee.[39] Services that provide document delivery electronically are digitizing increasing amounts of material.[40] So are publishers of CD-ROMs: the Commission itself has exhibited examples at scholarly meetings, such as a collection of 5,000 Frank Lloyd Wright drawings, published by Oxford University

Press, and books illustrations and photographs from the special collections of the Smithsonian Institution Libraries and the University of Southern California.

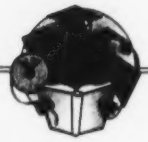
The National Science Foundation, along with the Advanced Research Projects Agency and the National Aeronautics and Space Administration, has made grants for research on the development of digital libraries. Cornell University is creating such a library called "The Making of America: 1800-1960," which will require scanning 10,000 volumes in the university's own collections related to "the development of the infrastructure of America." Cornell has asked other universities to add scanned material from relevant collections; and some other universities are digitizing other collections on their own.[41]

The Library of Congress has digitized more than 200,000 items from two dozen collections to distribute electronically in its "American Memory" project. And LC has now joined with fourteen other organizations to form a National Digital Library Federation, which is investigating how libraries and archives can collaboratively create a truly national online library for research and scholarship.

The question in all of this, as in preservation microfilming deliberations, is whether the materials being digitized are in fact those most needed by scholars for research — and teaching — in their individual disciplines. The question is hard to answer because no register of digital library projects is being maintained comparable to the Research Library Group's register of collections that have been and are being microfilmed. The question also is hard to answer because scholars have not been confronted with it. Thus the fourth option for the Commission can be fully and most beneficially exercised by adding two requirements to it:

- Expand the charge to the committees of scholarly associations proposed above to include attention to the question of which library materials should have priority for *digitization*; that is, which materials will be of most value for scholars to be able to access in digital form for research and teaching; and are those in fact the materials that are getting priority for digitization in the various digital library and collections scanning projects now going on or being planned?
- Promote the creation of a register of library materials that have been or are being digitized, so that scholars can make judgments about whether the materials being digitized as well as microfilmed best meet their real needs.

Whichever option is adopted, the Commission will need to apply to one or more foundations for funds with which to exercise it. Hopefully, this survey of what has been done and what might next be undertaken will provide the basis for such application.



Notes

[1] Published by the President and Fellows of Harvard College, 1991; 4–5, 15, 60.

[2] Patricia Battin, "Commission on Preservation and Access, Proposal to the Rockefeller Foundation" (unpublished typescript in the Commission's files, 7 May 1992) 1–2.

[3] Ibid. 140.

[4] American Council of Learned Societies, "Summary Report on Preservation Initiatives among ACLS Societies" (unpublished typescript 18 Feb. 1988) 1.

[5] Ibid. 1 et passim. Also, on philosophy, see "APA Statement On Preservation Needs in Philosophy," Proceedings and Addresses of the American Philosophical Association 61.4 (March 1988): 698–702.

[6] Ibid. 5.

[7] Commission on Preservation and Access, Annual Report, July 1, 1988–June 30, 1989 (Washington, DC: the Commission, 1989) 16–17. An early paper in which the Commission on Preservation and Access described itself proposed creation of "scholars' advisory committees to consider disciplinary-specific issues, such as selection criteria, appropriate formats for evolving research patterns, and possibilities for reconfiguring the organization and management of intellectual resources." ("Commission on Preservation and Access," undated, unsigned typescript in the Commission's files, 3). In another early paper, Commission President Patricia Battin gave the most succinct definition of the role of scholarly advisory committees: "to help develop a strategy for preservation and a set of priorities for proceeding to save as much as possible of the intellectual record of each field." ("The Preservation of Knowledge: Strategies for the Future," undated typescript in the Commission's files, 6.)

[8] Henry W. Riecken, "Selection," Annual Report, July 1, 1989–June 30, 1990, Commission on Preservation and Access (Washington, DC: the Commission, 1990) 18–21.

[9] Sophia K. Jordan, ed., Preserving Libraries for Medieval Studies, Colloquium on Preservation Issues in Medieval Studies, March 25–26, 1990 (University Libraries, University of Notre Dame, 1991).

[10] Henry W. Riecken, "The Agony of Choice: Strategies for Preservation and Scholarship," Annual Report, July 1, 1990 – June 30, 1991, Commission on Preservation and Access (Washington, DC: the Commission, 1991) 7-13.

[11] "Scholarly Advisory Committees," Annual Report, July 1, 1991–June 30, 1992, Commission on Preservation and Access (Washington, DC: the Commission, 1992) 21–24. Also the Commission's annual report for 1988-89, loc.cit., 17. Citations for the two final reports mentioned in the text follow below.

[12] Annual Report, July 1, 1992–June 30, 1993, Commission on Preservation and Access (Washington, DC: the Commission, 1993) 15–18; Annual Report, July 1, 1993 – June 30 1994, Commission on Preservation and Access (Washington, DC: the Commission, 1994) 15–16.

[15] The Commission on Preservation and Access Newsletter 70 (Aug. 1994).

[16] Marcella Grendler, "Preservation: A Status Report," Renaissance News and Notes VI.3 (Autumn/Winter 1993): 2. Also, "Renaissance Society of America Preservation Committee Minutes" (unpublished, 30 April 1993).

[17] "Renaissance Society of America Preservation Committee" (unpublished minutes, 19 Dec. 1992) 1.

[18] "Redraft Notes on First Meeting of History Advisory Committee" (unpublished minutes in Commission files, 23–24 Jan. 1989) 1–2.

[19] Ibid. 2 et passim.

[20] "Scholarly Advisory Committee on History, Minutes of the April 27, 1991, Meeting" (unpublished typescript in the Commission's files).

[21] "Notes on a Meeting of Historians" (unpublished minutes in the Commission's files, 7 Dec. 1992) 1 et passim.

[22] David A. Hoekema, "Philosophers Meet To Survey Preservation Needs," The Proceedings and Addresses of the American Philosophical Association 62.5 (June 1989): 831–832.

[23] "Scholarly Advisory Committee on Philosophy, Minutes of the First Meeting, April 24–25 [1989], in Washington, D.C." (unpublished typescript in the Commission's files) 4.

[24] See p. 6 and f.n. 7.

[25] Susanne F. Roberts, "Summary Report, October 1990–February 1994," Medieval Academy of America Committee on Library Preservation/Commission on Preservation and Access Scholarly Advisory Group on Medieval Studies (unpublished typescript in the Commission's files) 2.

[26] Ibid. 5 et passim.

[27] Ibid. 16–18.

[28] J. Hillis Miller, Preserving the Literary Heritage, The Final Report of the Scholarly Advisory Committee on Modern Language and Literature of the Commission on Preservation and Access (Washington, DC: the Commission, 1991) 2–3.

[29] Ibid. 3–4.

[30] Ibid. 6–7.

[31] "Scholarly Resources in Art History, Issues in Preservation," report of the Seminar on Scholarly Resources in Art History, 29 Sept.–1 Oct. 1988 (Washington, DC: Commission on Preservation and Access, 1989) 6.

[32] Ibid. 7.

[33] Ibid. 6.

[34] Preserving the Illustrated Text, Report of the Joint Task Force on Text and Image (Washington, DC: Commission on Preservation and Access, 1992); the principal conclusions are in the executive summary on page 1.

[54] Ibid. 2.

[55] "Summary of the Final Report of the Scholarly Advisory Committee on Art History to The Commission on Preservation and Access" (Washington, DC: the Commission, 1994) 1.

[56] Ibid. 1–2.

[57] Ibid. 1–4.

[58] Harvard University Library Task Group on Collection Preservation Priorities, Preserving Harvard's Retrospective Collections (President and Fellows of Harvard College, 1991) 60.

[59] Ibid. 5.

[60] Commission on Preservation and Access Newsletter, 60 (Sept. 1993): 1.

[61] Curtis L. Kendrick, "Emerging Technologies in Document Delivery Services," Perspectives 32.4 (April 1994): 23–25.

[62] The Making of America, Creating Electronic Pathways To Our Heritage (Ithaca, NY: Cornell University Library and Cornell Information Technologies, n.d.). Yale University's "Open Book" project is among other digitizing projects in universities.

APPENDICES

Appendix A

Bibliography Of Published Preservation Guidance

The following publications contain recommendations by scholars for priorities in the preservation of research resources.

American Philosophical Association, "APA Statement on Preservation Needs in Philosophy." *Proceedings and Addresses of the American Philosophical Association*. 61.4 (March 1988): 689-702.

Bagnall, Roger S., and Carolyn L. Harris, "Involving Scholars in Preservation Decisions: The Case of the Classicists." *The Journal of Academic Librarianship*. 13.3 (July 1987): 140-146.

Grendler, Marcella, "Preservation: A Status Report." *Renaissance News and Notes*. VI.3 (Autumn/Winter 1993): 2.

Hoekema, David A., "Philosophers Meet to Survey Preservation Needs." *Proceedings and Addresses of the American Philosophical Association*. 62.5 (June 1989): 831-32.

Joint Task Force on Text and Image, *Preserving the Illustrated Text, Report of the Joint Task Force on Text and Image*. (Washington, DC: Commission on Preservation and Access, 1992.) 30 pp., illustrations.

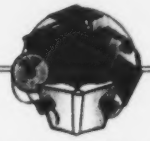
Jordan, Sophia K., ed., *Preserving Libraries for Medieval Studies, Working Papers from the Colloquium at the University of Notre Dame, March 25-26, 1990*. (University Libraries, University of Notre Dame, 1991.) v. + 68 pp.

Miller, J. Hillis, *Preserving the Literary Heritage, the Final Report of the Scholarly Advisory Committee on Modern Language and Literature of the Commission on Preservation and Access*. (Washington, DC: Commission on Preservation and Access, 1991.) 7 pp.

Roberts, Susanne F., "Commission on Preservation and Access, Scholarly Advisory Group on Medieval Studies, Summary Report, October 1990 - February 1994." Newsletter Insert. *The Commission on Preservation and Access Newsletter*. 70 (Aug. 1994). 2pp.

Scholarly Advisory Committee on Art History, "Summary of the Final Report of the Scholarly Advisory Committee on Art History to the Commission on Preservation and Access, June 1994." Newsletter Insert. *The Commission on Preservation and Access Newsletter*. 70 (Aug. 1994). 4 pp.

Spring Hill Seminar Participants, *Scholarly Resources in Art History, Issues in Preservation*. Report of the Seminar, Spring Hill, Wayzata, Minnesota, 29 Sept. - 1 Oct. 1988. (Washington, DC: Commission on Preservation and Access, 1989.) v. + 43 pp.



Appendix B

Membership Of Scholarly Advisory Committees

The lists below are intended to include all persons who served at one time or another on scholarly advisory committees of the Commission on Preservation and Access. Institutional affiliations shown in the lists are as of the most recent time of service on committees.

Scholarly Advisory Committee on Art History

Nancy S. Allen, Librarian
Museum of Fine Arts, Boston

Egbert Haverkamp-Begemann, Professor
Institute of Fine Arts
New York University

Phyllis Bober, Leslie Clark Professor in the Humanities
Department of History of Art
Bryn Mawr College

Elizabeth Boone, Director of Pre-Columbia Studies
Dumbarton Oaks

Richard Brilliant, Anna S. Garbedian Professor in the Humanities
Department of Art History and Archaelogy
Columbia University

Marvin Eisenberg, Professor of Art History Emeritus
University of Michigan

Lorenz Eitner, Osgood Hooker Professor Emeritus
Department of Art
Stanford University

Alan Fern, Director
National Portrait Gallery

Larry Silver, *chair*, Professor
Department of Art History
Northwestern University

Deirdre C. Stam, Professor
School of Library and Information Science
Catholic University of America

Scholarly Advisory Committee on History

Margaret S. Child, Consultant
Former Assistant Director for Research Services
Smithsonian Institution Libraries

Larry J. Hackman, Director
New York State Archives and Records Administration

John Howe, *chair*, Professor
Department of History
University of Minnesota

Anna Nelson, Professor
Department of History
The American University

Emiliana P. Noether, Professor of History Emerita
University of Connecticut

Mary Beth Norton, Mary Donlon Alger Professor
Department of History
Cornell University

David H. Stam
University Librarian
Syracuse University

Scholarly Advisory Committee on Philosophy

Jo Ann Boydston, Professor
Center for Dewey Studies
Southern Illinois University

Richard M. Burian, Professor
Department of Philosophy
Virginia Polytechnic Institute and State University

Edwin Curley, Professor
Department of Philosophy
University of Illinois, Chicago

Norman Kretzmann, Professor
Sage School of Philosophy
Cornell University

John McDermott, Professor
Department of Philosophy
Texas A & M University

Jerome Schneewind, *chair*, Professor
Department of Philosophy
Johns Hopkins University

Charles Young, Professor
Department of Philosophy
Claremont Graduate School

Scholarly Advisory Committee on Modern Language and Literature

Emory Elliott
Presidential Chair of English
University of California, Riverside
John H. Fisher, Professor of English Emeritus
University of Tennessee, Knoxville

Henry Louis Gates, Jr., Professor
Department of English
Duke University

Elaine Marks, Professor
Department of French
University of Wisconsin-Madison

J. Hillis Miller, *chair,* Professor
Department of English and Comparative Literature
University of California, Irvine

W.J.T. Mitchell, Professor
Department of English
University of Chicago

Rainer Nagele, Professor
Department of German
Johns Hopkins University

Annabel Patterson, Professor
Department of English
Duke University

Catharine R. Stimpson
Dean of the Graduate School-New Brunswick
and Vice Provost for Graduate Education
Rutgers University

Scholarly Advisory Committee on Medieval Studies

Steven Horwitz, Curator
Robbins Collection, School of Law
University of California, Berkeley

Mark D. Jordan, Associate Professor
Medieval Institute
University of Notre Dame

Christopher Kleinhenz, Professor
Medieval Studies Program
University of Wisconsin-Madison

Milton McC. Gatch, Director
The Burke Library
Union Theological Seminary

Lilian M. C. Randall, Research Curator of Manuscripts
Walters Art Gallery

Susanne F. Roberts, *chair*, Humanities Bibliographer
University Library
Yale University

Fred C. Robinson, Professor
Department of English
Yale University

Jan M. Ziolkowski, Professor
Department of the Classics
Harvard University

Scholarly Advisory Committee on Renaissance Studies

Peter Graham, Associate University Librarian
for Technical and Networked Information
Rutgers University Library

Marcella Grendler, *chair*, Associate University Librarian
for Special Collections
University of North Carolina

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